Special Education Programs
Reported Data Elements
In Infinite Campus

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

October 2008

Index:

Enrollment Field:

Special Education Field:

Enrollment Field Elements affected by Special Education Placement

Opening Screen: Need to select Enrollments Tab

On the Enrollment Tab: Select the appropriate enrollment record that needs to be edited or add new record.

General Enrollment Fields:

❖ **Start Date**-- The year, month and day of the first day on which student begins school in this school system. If student should leave and re-enroll, this date should reflect the most recent enrollment date. *(For students re-enrolled or transferred this date may also be the start date on the Special Education field if the student begins receiving services on this day)*

❖ **End Date**-- The year, month and day of an individual's last day of attendance in school, or the day on which an individual was graduated. If a student should leave and then return a new enrollment needs to be created showing current enrollment.

If a student is absent for an extended period of time and you do not receive a request for transcripts for the child, refer to the administrative rule listed below.

24:17:03:06. Mandatory dropping of students. Any student who has an unexcused absence of 20 consecutive school days shall be dropped from the count of the attendance center retroactive to the last day the student attended school or had an excused absence. An *excused absence* includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days.

If the student returns anytime after the 20 school days, the student must still be dropped then re-enrolled. Create a new entry and use the day the student returns as the status start date.

Exception: Facilities in which students may be double-counted:
Students enrolled in a juvenile detention center (JDC) **may** be kept on the membership roles for up to 90 days as per ARSD 24:17:03:05. They must be counted absent in your district, but

if the attendance impacts your K-8 attendance rate, that can be appealed during AYP appeal period. Some of these facilities include:

- Aberdeen School District - Juvenile Detention Center
- Canton School District - Keystone Treatment Center
- Huron School District - Our Home (Chemical Dependency Unit)
- Huron School District - Juvenile Detention Center
- Rapid City School District - Juvenile Detention Center
- Sioux Falls School District - Juvenile Detention Center
- Sioux Falls School District - Turning Point North (Shelter Care)
- Sioux Falls School District - Turning Point South (Chemical Dependency)
- Volunteers of America – New Start

❖ **End Status**--The circumstances under which the student exited from membership in an educational institution based on the following codes: *(There are also exit codes on the Special Education field. A crosswalk describing how the codes match up is on pages 15-18)*

- o **01** Expelled – didn't return to any school
- o **02** Discontinued education - dropout *also see summer dropouts below
- o **03** Transferred to another accredited school or district in the state
- o **04** Student graduated *(Use this only for students who have completed all diploma requirements and receive a signed diploma.)*
- o **05** Student died
- o **06** Student transferred to an institution (correctional facilities, mental hospitals, etc)
- o **07** Student reached maximum age for receipt of special ed services (21)
- o **08** Student transferred out of state
- o **09** Colony student who completed grade 8
- o **10** Student retained
- o **11** Student continues
- o **12** Persistently Dangerous Transfer
- o **13** School Improvement Transfer
- o **14** Home School Transfer
- o **15** Suspended

* Summer Dropouts are students who were not dropouts at the close of the previous school year but who fail to enroll within the first 20 days of the current school year. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade in 2007-08 but who is not re-enrolled within the first 20 days of school is reported as a 2008-09 dropout for the 11th grade.

❖ **Adding End Date and End Status for departing students:** If you have a student who leaves your school district, you will need to enter the End Date and End Status. This is done by clicking on Enrollment after selecting the desired student. *(If you enter an end date and exit code in the Enrollment field, you will also need to enter an end date and exit code in the Special Education Enrollment field.)*

❖ **Service Type:** Service type is a required field and is automatically prefilled with "P: Primary". In situations where a student is enrolled in more than one school, only one school can be coded as "P: Primary". The other choices available are "S: Partial" and "N: Special Ed Services".

The "S: Partial" code is to be used for any student dually enrolled in two or more schools. One school must be identified as primary and the other school(s) will be designated as partial. For example, if a student attends Sioux Falls Public school 70% of the time and South Dakota School for the Deaf 30% of the time, the Sioux Falls Public school would be the primary enrollment and School for the Deaf would be partial enrollment.

The "N: Special Ed Services" is reserved for students whose primary enrollment is in private school but who are eligible for special education services from the public school district in which the private school is located, whether they are receiving those services or not. All students who are eligible for special education should have an enrollment record in the public school in which the private school is located, with a code of N and the percentage of enrollment reflecting 0% if no services are provided or the percentage calculated based on the amount of time served. ADM funding for the attending district will be calculated based on the percentage enrolled. The student can be enrolled in a private school calendar with the code of "N: Special Ed Services", by doing this the district is not obligating itself to provide FAPE. This information is used solely for creating an unduplicated child count and providing ADM for time services are provided. This will also enable the district to have access to statewide assessment results.

• **Using the Private School Calendar in Campus:**
   The first step is to create the Private School
   o   Under System Administration, Resources, select "School"
   o   Select New
      ▪   Name is: Private School
      ▪   State School Number is: 98
      ▪   Phone is required and can be whatever the district phone number is
   o   Save

Step two is creating a Private School Calendar
o Under System Administration, Calendar, select "Calendar Wizard"
o Create New Calendar
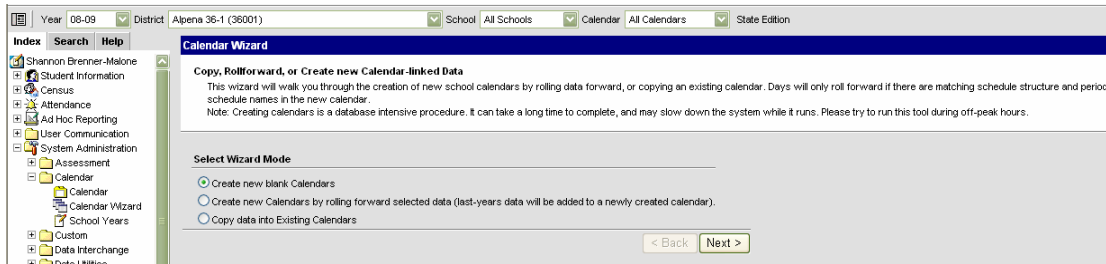
o Enter
• Select "Private School" from list
• Select the current School Year from dropdown menu
• Start Date: as start of School Year
• End Date: as end of School Year
• Run Wizard
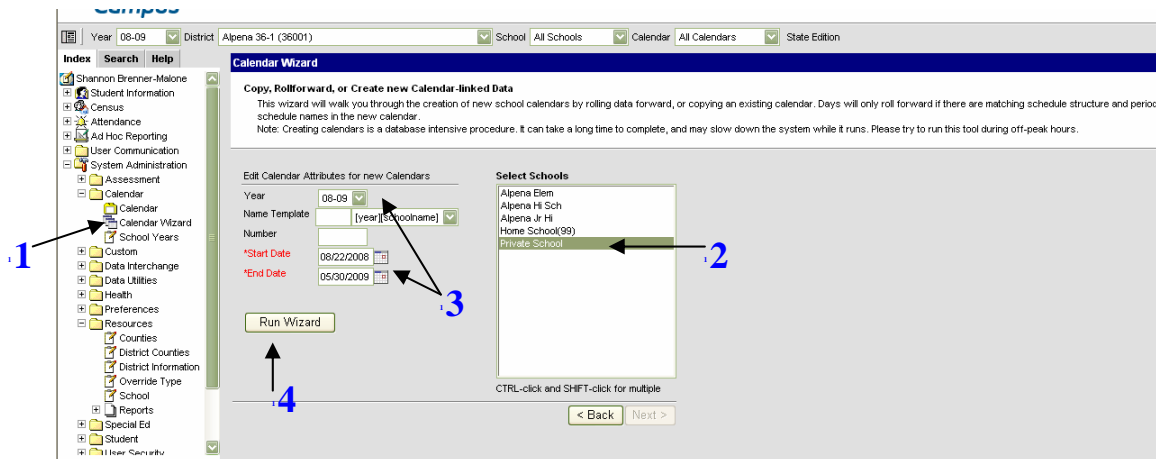
o Under System Administration, Calendar, select "Calendar"
o From drop down menu select "Private School"
o Complete set up by adding School Day minutes, Grade Levels…..
o Save
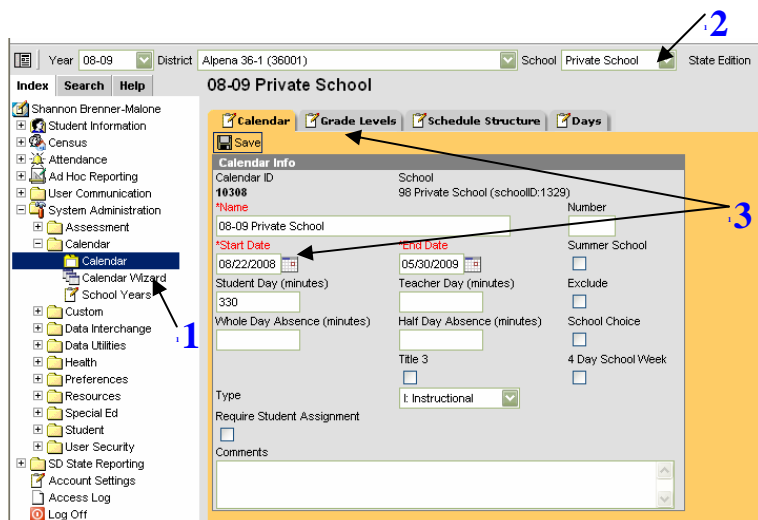
❖ **Grade**
  o Students should be enrolled in the grade they were promoted to or retained in. For students who may not be enrolled in a typical assigned grade class, an age appropriate grade level should be selected and that student should progress through the grades accordingly.
  o Students should not skip grades. There should be an enrollment for each grade level until the grade level requirements have been met. At that time the enrollment can be ended and a new enrollment record created for the next grade level.
  o For students who will be enrolled until 21, they should progress through the grades as they meet the requirements and then have multiple enrollments at 12th grade until they age out.
  o Students in out of district placements should be assigned to the grade level that the resident district determines appropriate during the placement meeting.
  o Students receiving services who are three years old and over, and who are not enrolled in a school age program (K-12), can be enrolled in a PK or EC classroom.
    ▪ To add a PC or EC classroom, Under System Administration, Calendar, select "Calendar"
    ▪ Select the school that they will be added to on the drop down menu
    ▪ Add the grade level and map it to the correct State Grade Level Code
    ▪ Save
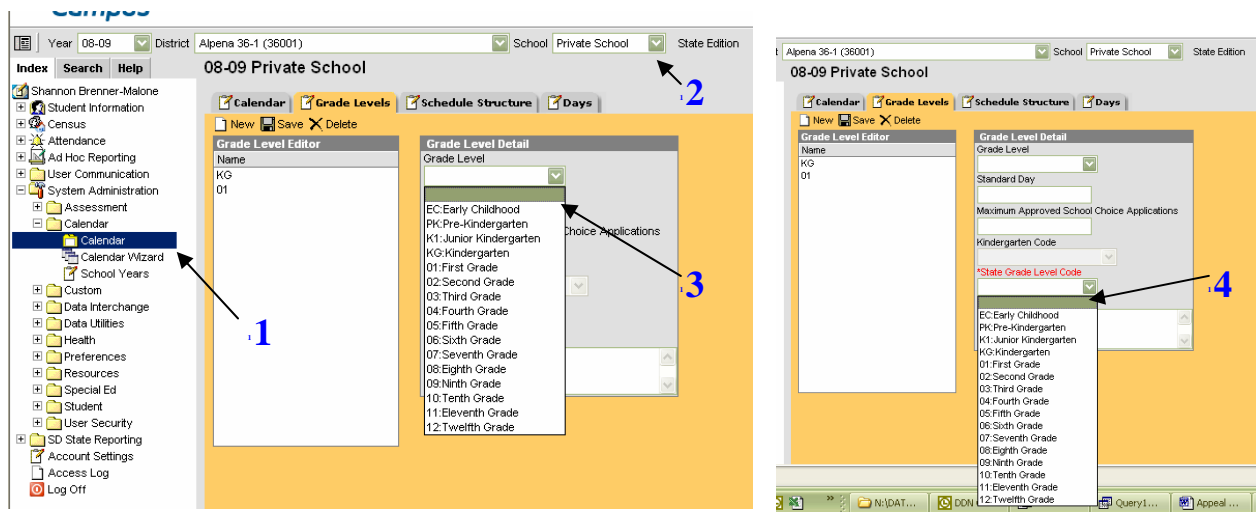
State Reporting Fields:

❖ **Resident District** -- <u>Public</u> School District 5 digit code in which the student resides.

❖ **Serving (Attending) District** -- School District 5 digit code in which the student attends school.

❖ **Enrollment Status:**

For students whose resident district is the same as the serving district:

o   Blank-if no special status is needed
o   **D** –Transfer Within District Because of Persistently Dangerous
o   **A** – Transfer Within District Due to School Choice

Codes if a students resident district is not the same as the serving district.

o   **C -** Contracting Student *(use this code when a district has a contract with another district for services such as X District contracting high school services for all students with Y District because there is not a high school)*
o   **O-** Open Enrolled Student
o   **P -** Tuition Paid for Student by Public School District *(use this code if services with another school or agency are funded by the resident district)*
o   **S** - Paid and Placed by State of South Dakota *(DSS placements)*

- o **T** - Tuition Paid by Other
- o **W -** Tuition Waived for Student

Status	ADM	Child Count
C	Resident district receives ADM	Resident district completes child count verification, but attending district enters any changes to enrollment information
O	Attending district receives ADM	Attending district completes child count verification and coding
P	Resident district receives ADM	Resident district completes child count verification, but attending district enters any changes to enrollment information
S	State receives ADM	The majority of these students are placed on state child count but the attending district enters any changes to enrollment information. If the resident district pays for transportation and other costs they will verify child count.
T	Compensation is paid by other	Eagle Butte is the only district that can use this code for child count purposes. All other students are not included in district child count.
W	Resident district receives ADM	Resident district completes child count verification, but attending district enters any changes to enrollment information

For private school students attending in a district other than their resident district, an Enrollment Status of O should be used, if enrolled in the Private School and calendar this student will not be considered as a formal open enrollment. This is the only code however that can be used to ensure that state aid will be provided if the student is partially enrolled.

- ❖ **Percent enrolled**--- The percentage of the day that the student is enrolled. This percentage will be less than 100 when a student is dual-enrolled, ie the student is enrolled for a portion of the day at your school and a portion at another school. Each school would report the student at the calculated % enrolled. For example, if a student attends 4 hours of a 7 hour school day at the public school and the other 3 hours at another facility. The public school would be the primary enrollment and code 57% enrolled and the other facility would code 43% enrolled. One school must always be primary with at least 51% enrollment. (*Always calculate enrollment based on a full academic day even if student is only required to attend a portion of the day. For example a 19 year old student who is only attending school to complete one course for graduation would still be calculated as percent enrolled based on the 7 hour school day).* However, if a child's IEP, due to his or her physical or emotional limitations, specifies the amount of time the child is to be in school then enrollment is calculated determined by that amount of time. For example, a medically fragile student for whom the IEP team determined that ½ days were appropriate, his/her enrollment would be 100% based on the 3.5 hours school day determined appropriate by the IEP team.

  - o **Setting percentage for dually enrolled students:** In the instance that one of your students is not enrolled in your school 100% it is up to you and the other attendance center to arrive at the appropriate percentage enrolled and to make sure that those

percentages are entered for the appropriate time frame. Example: Let's assume that you have a student Michael who was enrolled 100% with you until April 1st when he began taking a class at another attendance center 15% of the time through the end of the year, May 31st. To receive full funding for your school you will want to end his first record on March 31st with an enrollment of 100% and an exit code of student continues. Then, start a new record for him showing him enrolled from April 1st to May 31st at 85%. The second attendance center should have a similar record for Michael showing him enrolled from April 1st to May 31st but with an enrollment percentage of 15%. In the past we have had many schools simply enroll the student at 85% for the entire year, opposed to just two months, which cost them funding dollars. Depending on the tuition situation the second attendance center can adjust Enrollment Status accordingly. *(Percent enrolled should not exceed 100%. For example 25% enrollment at Abbott House and 75% enrollment at Mitchell Middle School.)*

- o **Home School:** Children who have been approved by the school board to be home schooled, whose education is paid through private resources. These students are not entitled to receive special education and related services at public expense from a local educational agency or intermediate educational unit. However at the district option, if home school students are provided special education services, a public enrollment record would need to be created in addition to the home school enrollment and the percent of enrollment would be calculated for both settings. *(**By providing special education services, the district is responsible for FAPE.)*

- o **Private School:** Children who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. The private or parochial school is not under Federal or public supervision or control and may be a non-profit or proprietary. Private school students should have a public enrollment record in addition to the private school enrollment and the percent of enrollment would be calculated for both settings based on the amount of services received.

- ❖ **Deleting a student record:** In the event that you need to delete a student record you can also do so while under the Enrollment tab. Just highlight the record you want to delete and then click on Delete Entry. *NOTE: All Information associated with the record being deleted will also be deleted, including the special education enrollment.*

- ❖ **Transportation Category:** The default for this is that the student is not transported. It is up to the district as to how this field will be utilized, it may be used to help track transportation information to assist in the Transportation Survey conducted at the end of the school year, but is not required. Transportation for students whose IEP indicates must be checked in the special education enrollment field as "yes" or "no".

Special Education Enrollment Field

❖ **Creating a Special Education Record:** In order to enter a special education record for a student, begin by clicking on the Special Education field to see the following screen. You can now begin to enter the students' information. **NOTE**! Special education records are similar to enrollment records in that if you choose to end a record you will need an Exit Reason. Click save when finished.

Effective Date: Used to document:
   o Date student first becomes eligible to receive special education services,
   o Date a transfer student begins receiving special education services,
   o Date a change in category or disability takes effect,
   o First day of school for a continuing student upon creating a new calendar year.

❖ **End Date:** Used to document the date the student is no longer eligible or no longer receiving special education services as a result of:
   o Moving,
   o Refusing services,
   o Graduating **or** aging out
   o The last day prior to a change in category or disability (a new enrollment must be made)
   o Last day of school for a continuing student upon ending the calendar year.

   (When entering an end date select code an Exit Reason as well.)

Category

Ages 6-21 The categories are as follows:

o **General Classroom with Modifications (0100)**: Inside the general class 80% or more of the day. (These are children who received special education and related services outside the general classroom for less than 21% of the school day.) This may include children with disabilities placed in:
  - general class with special education/related services provided within regular classes;
  - general class with special education/related services provided outside regular classes;
  - general class with special education services provided in resource rooms.
  - educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

o **Resource Room (0110)**: Inside general class no more than 79% of day and no less than 40% percent of the day. (These are children who received special education and related services outside the general classroom for at least 21% but no more than 60% of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
  - general rooms with special education/related services provided within the general room;
  - general rooms with part-time instruction in a regular class.
  - educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the general classroom.

o **Self-contained Classroom (0120):** Inside general class less than 40% of the day. (These are children who received special education and related services outside the general classroom for more than 60% of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
  - self-contained special classrooms with part-time instruction in a general class; or
  - self-contained special classrooms with full-time special education instruction on a general school campus.
  - educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

o **Separate Day School (0130)**: Includes students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, <u>at public expense</u>, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
  - public and private day schools for students with disabilities;
  - public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general school buildings for the remainder of the school day; or
  - public and private residential facilities <u>if</u> the student does <u>not</u> <u>live</u> at the facility.

o **Residential Facility (0140)**: Includes students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
  - public and private residential schools for students with disabilities; or
  - public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or general school buildings for the remainder of the school day.
  - *Do not include students who received education programs at the facility, but do not live there.*
o **Home/Hospital Program (0150)**: A student is in this category if he/she is homebound/hospitalized and is receiving special education/related services as specified on an IEP.

Ages 3-5 The categories are as follows *(Until a student turns 6, they must use the 3-5 year old codes, even if they are enrolled in K. Upon turning 6 the appropriate age 6-21 code needs to be used)*
o **Early childhood program (0315, 0325, or 0330):** When determining whether to report a child as 0315, 0325, 0330, you must calculate the percentage of time the child spends in a regular early childhood program with at least 50% nondisabled children. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the *total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program*. The result is multiplied by 100. For example, if the child attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the child in A2, in the regular early childhood program 40% to 79% of time (6 ÷ 10 =.60*100=60%). Include in the denominator any time spent receiving special education in the special education program. This is true even if the child receives little or no special education in the early childhood program.
  - **Early childhood program at least 80% of time (0315):** Child was in the early childhood program for at least 80% of time.
  - **Early childhood program 40% to 79% of time (0325):** Child attended an early childhood program and was in the early childhood program for no more than 79% but no less than 49% of time.
  - **Early childhood program less than 40% of time (0330):** Child attended an early childhood program and was in the early childhood program for less than 40% of time.
o **Separate class (0335):** Child attended a special education program in a class with less than 50% nondisabled children. *(Do not include children who also attended a regular early childhood program. These children should be above.)*
o **Separate school (0345):** Child received education program in public or private day schools designed specifically for children with disabilities. *(Do not include children who also attended a regular early childhood program.)*

- o **Residential facility (0355):** Child received education program in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. *(Do not include children who also attended a regular early childhood program.)*
- o **Home (0365):** Child received special education and related services in the principal residence of the child's family or caregivers, and child did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.
- o **Service provider location (0375):** Child received all of their special education and related services from a service provider, and child did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:
  - private clinicians' offices,
  - clinicians' offices located in school buildings,
  - hospital facilities on an outpatient basis, and
  - libraries and other public locations.
  - Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

LRE for 3-5 year olds decision tree

Attends Early Childhood Program? A program that includes at least 50% nondisabled children. 0315, 0325, 0330 Ex. EC Programs: Head Start, Kindergarten, Reverse mainstream classroom, Private Preschools, Group child care, Preschool classes offered to an eligible pre kindergarten population by the public school system

yes → What % time spent there?

- ≥ 80% - 100% (0315)
- 40% to 79% (0325)
- ≤ 40% (0330)

Calculating Percentage of Time Spent in a Regular Early Childhood Program

Numerator = # hours per week spent in a regular early childhood program

Denominator = total # hours spent in a regular early childhood program PLUS # hours spent receiving special education and related services outside of a regular early childhood program

Multiply result by 100

Example

$\frac{6 \text{ # hours per week in reg. EC program}}{6 \text{ hours} + 0 \text{ (no sped ed services provided outside the regular EC program)}}$

6/6= 1x100= 100%

$\frac{6 \text{ # hours per week in reg. EC program}}{6 \text{ hours} + 4 \text{ hours (of sped ed services)}}$

6/10=.60x100=60%

no ↓

Attends special education program? A program that includes less than 50% nondisabled children. 0335, 0345, 0355

yes → What is the location?

- separate class (0335)
- separate school (0345)
- residential facility (0355)

*Regular School Buildings, trailers or portables, child care facilities, hospital facilities on an outpatient basis, other community based settings

Separate class: Special education programs in a class with less than 50% nondisabled children
Separate school: Special education programs in public or private day schools designed specifically for children with disabilities
Residential facility: Education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis

no ↓

Receives special education services at home? 0365

yes → Home (0365)

Home: Special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.
Service provider location: Special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.
Ex. Speech instruction provided in a private clinicians' office.
Clinicians' offices located in school buildings hospital facilities on an outpatient basis, and libraries and other public locations

no ↓

Service Provider location 0375

❖ **Instructional Program Type:** This data field will be used to correlate a type of instructional program identified for each special education student to expenditures reported on the annual financial report. The instructional program type **should not** be assigned by a student's primary disability. For example, costs associated with an instructional program type "A" should be budgeted and reported under function 1221 on the annual financial report. Below are examples and guiding principals to determine instructional type, however it is up to each district to allocate their costs and identify a student's special education instructional program in a way that best suites their district's programs and staffing patterns.

- o **Programs for Mild to Moderate Disabilities (A)** – typically this will include students who spend the majority of the day in general class settings and/or provided special education services for less than 50% of the regular day (for example, a district operating a 6 hour school day, a student provided special education services for less than 15 hours a week). *Generally students with a category of 100: General Class or 110: Resource.*
- o **Programs for Severe Disabilities (B)** – students receiving special education service for more than 50% of the day. This **should not** include students placed in day or residential programs. *Generally students with a category of 120: Self Contained or 110: Resource.*
- o **Speech Only (C)** – Primary disability of 550: Speech, only receiving speech/language.
- o **Early Childhood (ages 3 - 5) (D)**– special education programs for preschool children ages 3-5.
- o **Day Program (E)**– programs for students assigned to day programs offered by the district or assigned out of district. This may include students placed in community based service centers, cooperative day programs, etc.
- o **Residential Program (F)**– programs for students served in a 24 hour residential school, such as Children's Care Hospital
- o **Homebound Program (G)**– special education services provided in the student's home, i.e., programs for severely ill students unable to attend school for a period of time.

Primary Disability	Multiple Disability #1	Multiple Disability #2
Specific Learning Disabled (05 ▼)	▼	▼
Multiple Disability #3	Multiple Disability #4	Multiple Disability #5
▼	▼	▼

- ❖ **Primary Disability**
  - o **Deaf-Blindness (0500)** "Means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children."
  - o **Emotional Disturbance (505)** "Is defined as follows:
    - - The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
    - - An inability to learn which cannot be explained by intellectual, sensory, or health factors;
    - - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
    - - Inappropriate types of behavior or feelings under normal circumstances;
    - - A general pervasive mood of unhappiness or depression; or
    - - A tendency to develop physical symptoms or fears associated with personal or school problems.
    - - The term includes children who are schizophrenic. The term does not include children, who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed."
  - o **Cognitive Disability (0510)** "Means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance."
  - o **Hearing Loss (0515)** "Means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section".
  - o **Specific Learning Disabled (0525)** "Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of cognitive disabilities, of emotional disturbance, or of environmental, cultural, or economic disadvantage."
  - o **Multiple Disabilities (0530)** "Means concomitant impairments (such as cognitive disability-blind, cognitive disability-orthopedically impaired, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in

special education programs solely for one of the impairments. The term does not include deaf-blindness." *(This category should not be used just because a student is receiving speech as a related service. The student must be identified on the IEP as having Multiple Disabilities.)*

- o **Orthopedic Impairments (0535)** "Means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.). Impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures)."
- o **Vision Loss (0540)** "Means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially sight and blindness."
- o **Deafness (0545)** "Means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance."
- o **Speech/Language Impairments (0550)** "Means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance."
- o **Other Health Impaired (0555)** "Means having limited strength, vitality or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance."
- o **Autism (0560)** For the purposes of chapter 13-37, an autistic disorder is present in a person if at least eight of the following sixteen characteristics are expressed by a person with at least two of the characteristics from subdivision (1), one characteristic from subdivision (2), and one characteristic from subdivision (3) being expressed by the person:
  - Qualitative impairment in reciprocal social interaction as manifested by the following:
  - Marked lack of awareness of the existence or feelings of others;
  - No or abnormal seeking of comfort at times of distress;
  - No or impaired imitation;
  - No or abnormal social play;
  - Gross impairment in ability to make peer friendships;
  - Qualitative impairment in verbal or nonverbal communication, and in imaginative activity, as manifested by the following:
    a. No mode of communication, such as communicative babbling, facial expression, gesture, mime, or spoken language;
    b. Markedly abnormal nonverbal communication, as in the use of eye-to-eye gaze, facial expression, body posture or gestures to initiate or modulate social interaction;
    c. Absence of imaginative activity, such as playacting of adult roles, fantasy characters or animals; lack of interest in stories about imaginary events;
    d. Marked abnormalities in the production of speech, including volume, pitch, stress, rate, rhythm and intonation;

e. Marked abnormalities in the form or content of speech, including stereotyped and repetitive use of speech; idiosyncratic use of words or phrases; or frequent irrelevant remarks;

f. Marked impairment in the ability to initiate or sustain a conversation with others, despite adequate speech;

- Markedly restricted repertoire of activities and interests, as manifested by the following:
- Stereotyped body movements;
- Persistent preoccupation with parts of objects or attachment to unusual objects;
- Marked distress over changes in trivial aspect of environment;
- Unreasonable insistence on following routines in precise detail;
- Markedly restricted range of interests and a preoccupation with one narrow interest.

Federal Definition 300.5: Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance, as defined on page 5, disabling condition 0505.

o **Traumatic Brain Injury (0565)** "Means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

o **Developmentally Delayed (0570)** "Means having a severe delay in development functions at a developmental level 2 or more standard deviations below the mean in any one area of development or 1.5 standard deviations below the mean in two or more areas of development." This disability category is only available for students age 3 to 6, at age 6 they must be identified in another disability category or exited from special education if no longer eligible.

Level for disability funding calculation	Disability
Level 1	Specific Learning Disabled, Speech/Language Impairment, Other Health Impaired, and Developmentally Delayed
Level 2	Emotional Disturbance, and Cognitive Disability
Level 3	Deaf/Blind, Hearing Impairments, Orthopedic Impairments, Visually Impaired, Deafness, and Traumatic Brain Injury
Level 4	Autism
Level 5	Multiple Disabilities (must include 2 or more level 2 or 3 disabilities, not including Deaf/Blind)

PLEASE NOTE THAT STUDENT RECORDS FOR CHILDREN BIRTH-2 SHOULD NOT BE INCLUDED.

❖ **Multiple Disability** This should be coded if a student is identified by the IEP team as having a Multiple Disability during the eligibility determination meeting. It should not be used just because a student receives speech as a related service or because multiple disabilities exist (for example, in the case of a student with Cognitive Disability, who also has ADD (Attention Deficit Disorder) that could be considered Other Health Impaired, the IEP team may determine that the Primary Disability is Cognitive Disability, or they may determine the Primary Disability is Other Health Impaired, or they may determine the student has Multiple Disabilities with the disabilities of Cognitive Disability and Other Health Impaired. Only if the team determined the student had Multiple Disabilities would this code be used. If the team only identified Cognitive Disability, then that is the primary disability and the Multiple Disability code can not be used even though the student may also have ADD. The following disability areas fall under Multiple Disability and need to be coded in the Multiple Disability 1-5 as appropriate. It is important to code all disabilities that the IEP team used to make the Multiple Disability placement, for example if the student has Multiple Disabilities of Emotional Disturbed, Cognitive Disability and Visually Impaired, all three areas need to be coded. *(Just because Multiple Disability is coded does not mean Level 5 disability funding will be provided, see chart above for qualifications for Level 5 disability funding)*

- o Emotional Disturbance (505)
- o Cognitive Disability (0510)
- o Hearing Loss (0515)
- o Specific Learning Disability (0525)
- o Orthopedic Impairments (0535)
- o Vision Loss (0540)
- o Deafness (0545)
- o Speech/Language Impairments (0550)
- o Other Health Impairments (0555)
- o Autism (0560)
- o Traumatic Brain Injury (0565)
- o Developmental Delay (0570)

Special Education Services:

The cells in this portion of the special education enrollment field are static fields and not tied to the effective date and end date for the category and disability codes. If changes in these fields are made the special ed enrollment does not need to be ended, simply correct the information and save.

❖ **Special Education Services** If the student's IEP includes therapy services, report the number of hours per week for each service. *(If services are provided on a monthly basis, for Campus reporting purposes only, divide by 4 to calculate hours per week.)* Assistive Technology and Transportation do not require the number of hours, but are simply check boxes. (There may be more than one.) Always code speech hours regardless of whether Speech is primary disability or related service. The federal definitions are as follows:

  o **Physical Therapy** includes services and treatment provided by a qualified physical therapist.
  o **Recreational Therapy** includes:
    - Therapeutic recreation services;
    - Recreation programs in schools and community agencies; and
    - Leisure education.
  o **Audiological Services** includes:
    - Determination of the range, nature, and degree of hearing loss and communication functions including referral for medical or other professional attention for the rehabilitation of hearing;
    - Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, speech conservation; and
    - Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
  o **Speech/Language Therapy** includes:
    - Diagnosis and appraisal of specific speech or language disorders presented by children in special education programs;
    - Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;

- Provisions of speech and language services for the habilitation or prevention of communicative disorders; and
- Counseling and guidance of parents, children, and teachers regarding speech and language disorders.

- Speech (even if identified as a primary disability) should always have service hours coded in the services portion.

o **Occupational Therapy** includes:
  - Identification, assessment, and intervention;
  - Consulting with, and providing training and support for, families and other care givers;
  - Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
  - Improving ability to perform tasks for independent functioning when functions are impaired or lost; and
  - Preventing, through early intervention, initial or further impairment or loss of function.
o **Psychological Services** includes:
  - Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning, mental health and development;
  - Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
  - Planning and managing a program of psychological services, including psychological counseling for children and parents; and
  - Administering and interpreting psychological developmental and educational tests, and other assessment procedures during the reevaluation of handicapped children.
o **School Health Services** include services provided by a qualified school nurse or other qualified staff that would otherwise be unavailable to nondisabled children and are designated on an IEP.
o **Orientation and Mobility Services**: provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, community, including:
  - Teaching students spatial and environmental concepts and use of information by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street).
  - Teaching students to use the long cane, as appropriate, to supplement visual travel skills or as a tool for safely negotiating their environment for students with no available travel vision.
  - Teaching students to understand and use remaining vision and distance low vision aids, as appropriate; and
  - Other concepts, techniques, and tools, as determined appropriate.
o **Counseling Services** include specialized counseling services; that is, services which are different in type or in quantity from services available to non-handicapped children, that

are designated on an IEP, and are provided by guidance counselors, rehabilitation counselors, or other qualified staff.

- o **Social Work Services** includes:
  - Preparing a social or developmental history on a disabled child;
  - Group and individual counseling with the child and family;
  - Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and
  - Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.
- o **Other Therapy Services** includes the number of children receiving related services which are not specified on this form such as: Medical Services, Interpreting Services, and Parental Counseling/Training.
- o **Assistive Technology Services** include services that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Assistive Technology Devices are any items, pieces of equipment, or product systems, whether acquired commercially off the shelf, modified, or customized, that are used to increase, maintain, or improve functional capabilities of children with disabilities. Assistive technology services includes:
  - The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
  - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
  - Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
  - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
  - Training or technical assistance for a child with disabilities, or, if appropriate, that child's family; and
  - Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.
- o **Transportation** includes specialized transportation, that is, travel to and from school and between schools, travel in and around school buildings, and travel using specialized equipment (such as special or adapted buses, lifts, and ramps), and travel that would otherwise be unavailable to non-disabled children and are designated on an IEP. Also includes provision of reimbursement for travel and other related costs.

❖ If **Services, Transportation,** or **Assistive Technology Services** change during the year, these fields can be updated and the record saved without ending and creating a new special education enrollment record. These are static fields and they do not change when the special education enrollment record changes.

IEP Program Exit Reason: Students need a new enrollment for each calendar year, this should roll over automatically.

- o **01** - No longer received Sped Service: Use this code when the IEP team determines that the student no longer is eligible to receive Special Education services.
- o **02**- Graduated with regular high school diploma: Students with disabilities who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
- o **04** - Reached maximum age: Students are eligible to receive services to the end of the fiscal year (July 1 to June 30) in which they turn 21.
- o **05** - Died
- o **06** - Moved known to be continuing: Students with disabilities who *moved* out of the catchment area or otherwise transferred to another district and are *known* to be *continuing* in an educational program. There need not be evidence that the student is continuing in *special education*, only that he/she is continuing in an education program. This definition includes students with disabilities in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- o **07** - moved not known to be continuing
- o **08** - dropped out: This includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.
- o **09** - refused services
- o **10** - Completed IFSP prior to reaching maximum age (3) for Part C *(this code is generally not used since students under the age of three are not enrolled in Campus)*
- o **11** – Change in IEP *(a change in category or disability requires an enrollment record to be ended and a new record created, changes in services do not require a new record)*
- o **12** – Student continues *(do not use this code on all records at the end of the year, the Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason)*

Mapping of codes from Exit reason on Enrollment field and Special Education field:

Enrollment Field	Special Education Field
01 Student was expelled	Code **08**- dropped out
02 Student discontinued education - dropout	Code **08**- dropped out *or* Code **07** - moved not known to be continuing (counts as a dropout for AYP graduation and dropout rates)
03 Student transferred to another accredited school or district in the state	Code **06**- moved known to be continuing
04 Student graduated, must receive a regular high school diploma *(Not a GED or certificate)*	Code **02**, must receive a regular high school diploma *(Not a GED or certificate)*

05 Student died	Code **05**- died
06 Student transferred to an institution (correctional facilities, mental hospitals, etc)	Code **06** - moved known to be continuing
07 Student reached maximum age for receipt of special ed services (21)	Code **04** - reached maximum age
08 Student transferred out of state	Code **06** - moved known to be continuing
09 Colony student who completed grade 8	**09** - Refused services
10 Student retained	**Do not end the special ed record or it will not roll forward.**
11 Student continues	**12** – Student continues *(do not use this code on all records at the end of the year, the Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason)*
12 Persistently Dangerous Transfer	**06** - moved known to be continuing *or* **11** - change to IEP (if the transfer was due to an IEP team decision)
13 School Improvement Transfer	Code **06** - moved known to be continuing
14 Home School Transfer	**09** - refused services *or* **12-** Student continues (if the school will still be providing special education services)
15 Suspended	Student may still be eligible to receive special education services, no exit code may be needed.
Does not necessarily require exit code on Enrollment field	**01** - No longer received Sped Service
Does not necessarily require exit code on Enrollment field	**09** - Refused services. Use this code if parent or student (if own guardian) refused services, but student is still eligible for special education.
Does not necessarily require exit code on Enrollment field	**10** - Completed IFSP prior to reaching maximum age for Part C *(the maximum age for Part C is 3, therefore this code is generally not utilized since students under the age of 3 are not enrolled in Campus)*
Does not necessarily require exit code on Enrollment field	**11** – Change in IEP. Use this code if category or disability have changed, such as program type or related service hours.

❖ **Significant Cognitive Disability:** The coding of this box is handled at the state level with the upload of assessment data in the spring.

Data Verification

The district needs to have a process in place to verify the accuracy of information being provided by the IEP case manager to the Data Entry person in order to ensure that all the information entered into Campus is an accurate record of the student's current special education enrollment. The data in Campus is used for reporting of state and district graduation rates, dropout rates, disproportionality, assessment and multiple other reports. It is also used for funding for ADM, state disability funding and federal funding relating to child count. One way to verify data would be to use the SIMS Reported Data Elements form below, but districts are encouraged to develop a system that meets their needs. It is expected that enrollment information is current and updated throughout the year, not just for verification of child count. The district plan for verification of data should include an outline of how often the system will be updated.

The SIMS Reported Data Elements Form is also on the web at:
http://doe.sd.gov/oess/specialed/IEP/index.asp

SIMS (Student Information Management System) Required Data Elements Updated 08/07

Student Name:	Purpose of Meeting ☐ Initial Eligibility, IEP, Placement ☐ Change (complete date and area that changed) ☐ Three Year Reevaluation ☐ Dismissal from Services Date: _____
Effective Date of Services:	

Special Education Placement Category (Please circle one)

School Age 6-21	**Preschool – Ages 3-5 (even if the student is enrolled in K)**	**Instructional Program Type** (This is determined by the coding used for the Cost Analysis **completed by business manager or special ed. director**) (Please circle one) A. Programs for Mild to Moderate Disabilities B. Programs for Severe Disabilities C. Speech Only D. Early Childhood (ages 3-5) E. Day Program F. Residential Program G. Homebound Program
0100 – General Classroom w/modifications 80-100% **0110** - Resource Classroom 40-79% **0120** - Self-Contained Classroom 0-39% **0130** – Separate Day School **0140** – Residential facility **0150** - Home/Hospital Program	**0315** - Early childhood program 80% -100% **0325** - Early childhood program 40-79% **0330** - Early childhood program less than 40% **0335** - Separate class **0345** - Separate school **0355** - Residential facility **0365** - Home **0375** - Service provider location	**Multiple Disability Areas:** **0505 -** Emotionally Disturbed **0510** – Cognitive Disability **0515** - Hearing Loss **0525** - Specific Learning Disabled **0530** - Multiple Disabilities **0535** - Orthopedic Impairments **0540** – Vision Loss **0545** - Deafness **0550** - Speech/Language Impairments **0555** - Other Health Impaired **0560** - Autism **0565** - Traumatic Brain Injury **0570** - Developmentally Delayed

Special Education Primary Disability Areas:
(Please circle one)
0500 - Deaf-Blind
0505 - Emotionally Disturbed
0510 – Cognitive Disability
0515 - Hearing Loss
0525 - Specific Learning Disabled
0530 - Multiple Disabilities
0535 - Orthopedic Impairments
0540 – Vision Loss
0545 - Deafness
0550 - Speech/Language Impairments
0555 - Other Health Impaired
0560 - Autism
0565 - Traumatic Brain Injury
0570 - Developmentally Delayed

Multiple Disability 1 _____
Multiple Disability 2 _____
Multiple Disability 3 _____
Multiple Disability 4 _____
Multiple Disability 5 _____

Special Education Services:
(Please indicate the number of hours or exit date)

Physical Therapy _____

Recreational Therapy _____

Audiological Services _____

Speech/Language Therapy _____

Occupational Therapy _____

Psychological Services _____

School Nurse Services _____

Orientation & Mobility Services _____

Counseling Services _____

Social Work Services _____

Other Therapy Services _____ (Use for Medical Services, Interpreting Services, Parental Counseling/Training and Other)

Assistive Technology Yes / No

Transportation Yes / No

Significant Cognitive Disability (Coded by SD DOE)

IEP Program Exit Reason
01 - No longer received Sped Service
02- Graduated with regular high school diploma
04 - reached maximum age
05 - died
06 - moved known to be continuing
07 - moved not known to be continuing
08 - dropped out
09 - refused services
10 - Completed ISFP prior to reaching maximum age for Part C
**11** - Change in IEP
12 – Student Continues

Common Special Education report

Reports can be created through the Filter Designer Ad Hoc Reporting Option. To run reports on Special Education Data the Filter Designer will be utilized. Most reports should typically contain StateID's, first and last name, and additional fields that need to be verified. Below are the directions for creating the December 1 Child Count Report, this is the minimum information that needs to be verified for the Child Count report. The directions below are similar to the steps required to create any similar reports with additional or different fields.

Creating Your December 1st Child Count Report:
You can get a report by completing the following steps:
1. Go to Ad Hoc Reporting-Filter Designer.
2. Click Create a new Filter using the Query Wizard and Student under Filter Data Type.
3. Click next located in the bottom right.
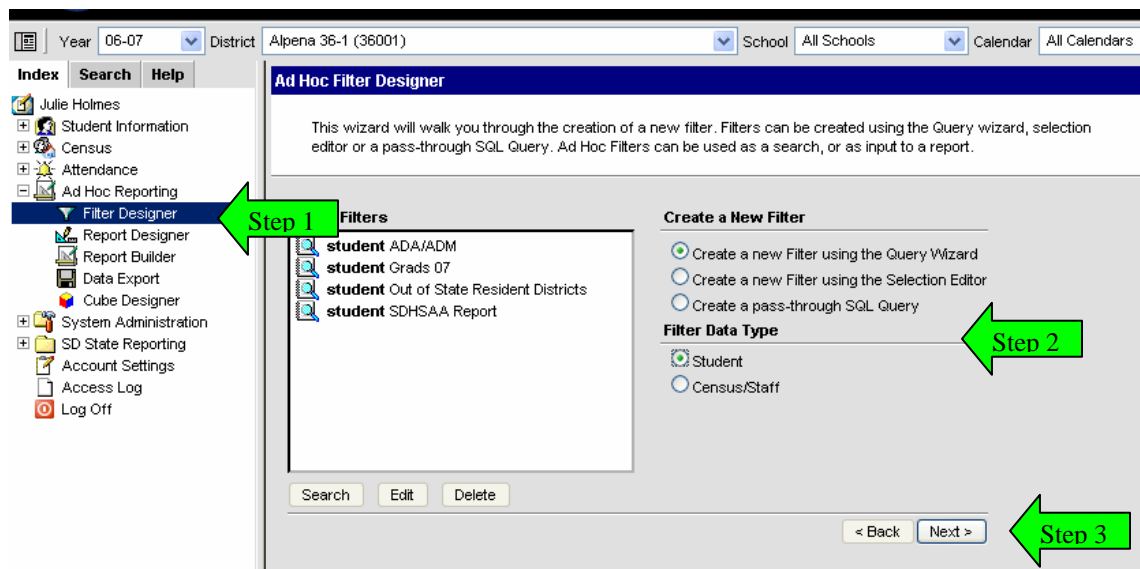
4. In the Query Name box fill in a name for your query such as Special Ed Extract. Now choose these fields to build your child count report: Under Student>Demographics choose> **stateID, lastName, firstName, birthdate**, age, under Student>Learner>Active Enrollment>Special Ed elements>Special Ed Record> **date – specialEdStatus – specialEdSettings** Student> Learner>Active Enrollment>Custom Enrollment choose> **disability1, seEndDate** then click next in the bottom right. (Additional fields such as race, Multiple Disability codes, significant cognitive disability criteria, grade level can be added if that information needs to be verified as well). Click next in bottom right hand corner.
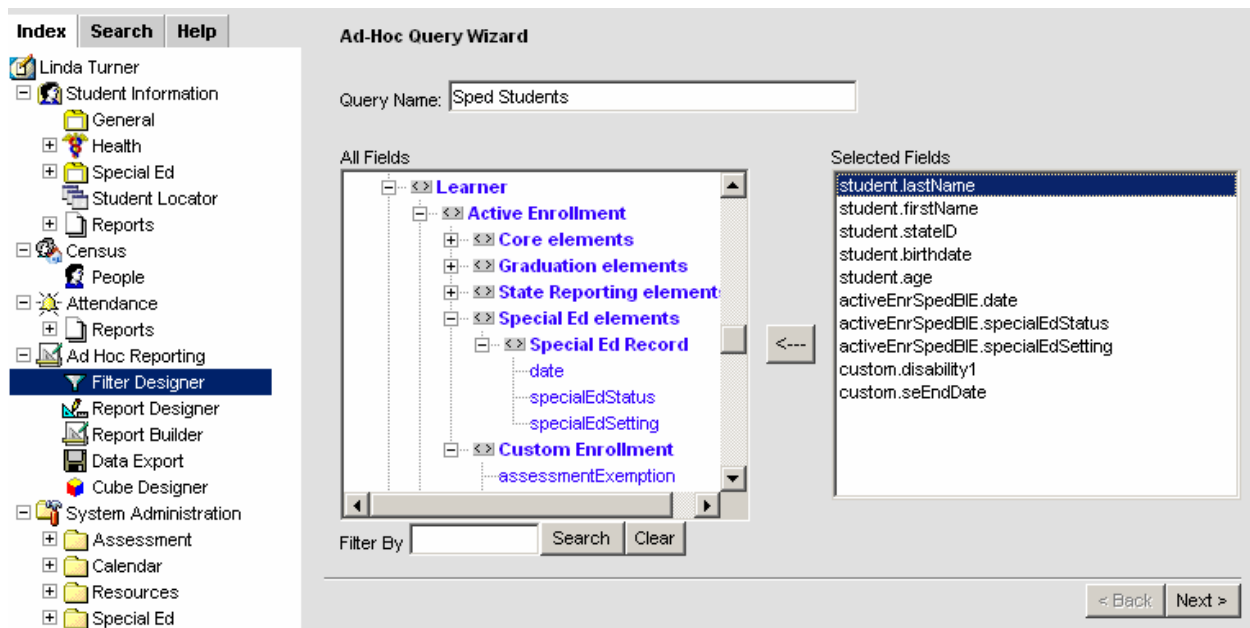
5. On the report filter screen do the following: for "specialEdStatus" set the filter to "Is not Null". Make sure you have the year set to the current year and the appropriate school selected, you can select all schools for a district wide count. Click next in bottom right.
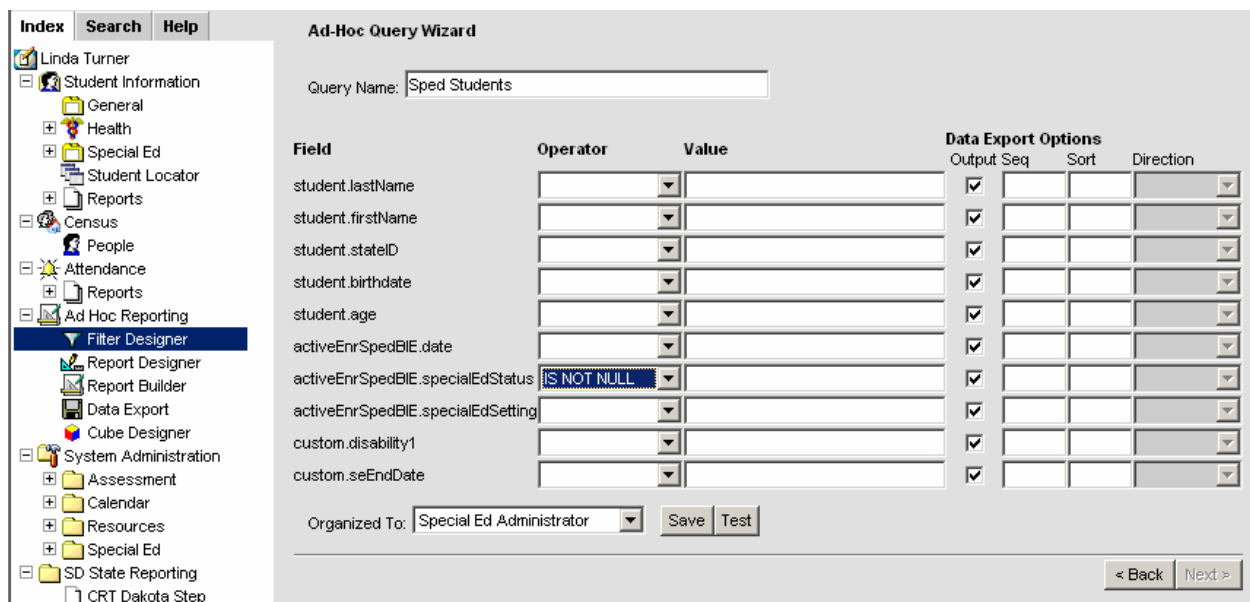

6. Select Test, and your selected school's eligible child count students will appear.

The Report will look like this *(you may have duplicates)*:

student.lastName	student.firstName	student.stateID	student.birthdate	student.age	activeEnrSpedBIE.date	activeEnrSpedBIE.specialEdStatus	activeEnrSpedBIE.specialEdSetting	custom.disability1	custom.seEr
Mouse	Minnie	076563525	01/09/2000	8	09/12/2008	A	0315	510	
sample2	student	083458231	12/20/1997	10	09/01/2008	A	0100	560	
Student	Sample	071139688	07/10/1992	16	08/13/2008	A	0100	510	09/02/2008
Student	Sample	071139688	07/10/1992	16	08/13/2008	A	0100	550	09/02/2008

Special Education Reported Data Elements
October 2008

7. Once you have finished these steps the query will be saved, so you can extract it in other formats, such as html, xml, csv, tab delimited or PDF using the Data Export tool located under the Index.

8. Choose Data Export in the left index, highlight your report by clicking on it, choose what type of format you want to extract your report and choose Export

---
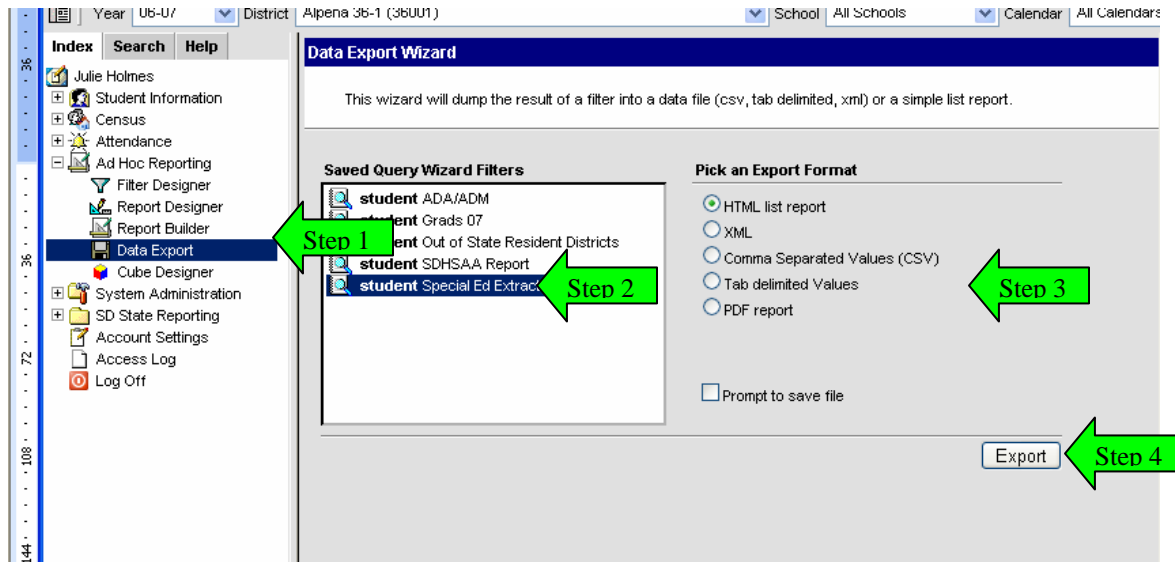
Frequently asked questions

❖ **When do I have to change special education records?**
A new special education record should be created at the beginning of a new school year and whenever there is a change in the category, disability, or program type. It is not necessary to create a new record if there is simply a change in hours per week on related services. Just change the hours per week and save.

❖ **If I have a student attending an out of district placement how do I report them in Campus?**
The out of district placement is responsible for reporting the student's data for you, with your last district listed as the resident district paying tuition. When DOE does the calculation for Child Count and ADM, we will count that student back into your district.

More Information:

Data Collections Office: http://doe.sd.gov/ofm/sims/index.asp

Add or Remove Name from SIMSNet and/or Campus Listserv
To add or remove a name from the mailing list, please go to the following site and follow the appropriate link:
SIMSNet http://listserv.state.sd.us/archives/simsnet.html
Campus http://www.k12.sd.us/Listserv/DDNCampus.htm

Office of Finance & Management

SIMS Student Information Management System

- List of SIMSNet Elements
- Policy Statements
- List of School Numbers
- List of County Numbers
- Privacy Protection
- List of LEP Languages
- Crosswalk for Drop Codes
- Important Dates
- Column Headings for Excel
- Definition of Migrant Students
- Facilities in which Students may be double-counted
- Special Education Data Elements Manual

It shall be the duty of the secretary of the department of education to establish a uniform system for the gathering and reporting of educational data for the keeping of adequate educational and financial records for the evaluation of educational progress.- SDCL 13-3-51

Newsletter
- September 2008
- April 2008
- November 2007
- September 2007
- May 2007
- November 2006
- Fall 2006
- Spring 2006
- Fall 2005 | PDF
- May 2005
- November 2005

Calendar Updates
- August 2004

Contact Information
- Educational Directory (school information)

Recent Additions
Classroom Connections Reimbursement

School Budget
Help - 2009 Printouts and Worksheets

Statistical Data
Statistical Digest
Monthly Federal Grant Payments
State Aid
Fall Enrollment
Non-Public

Office Contact Info
OFM Staff Directory

Special Education Programs Office: http://doe.sd.gov/oess/specialed/index.asp
Scroll down to Data Section